

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2005

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HOUSE BILL 911
Committee Substitute Favorable 4/20/05

Short Title: Streamline School Testing Program.

(Public)

Sponsors:

Referred to:

March 28, 2005

A BILL TO BE ENTITLED

AN ACT TO ELIMINATE THE REQUIREMENT THAT THE STATE BOARD OF
EDUCATION DEVELOP A HIGH SCHOOL EXIT EXAM AND ADDITIONAL
END-OF-COURSE TESTS EXCEPT AS REQUIRED BY FEDERAL LAW.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-12(9a) and G.S. 115C-12(9b) are repealed.

SECTION 2. G.S. 115C-12 is amended by adding a new subdivision to read:

"(9c) Power to develop content standards and exit standards. – The Board shall develop a comprehensive plan to revise content standards and the standard course of study in the core academic areas of reading, writing, mathematics, science, history, geography, and civics. The Board shall involve and survey a representative sample of parents, teachers, and the public to help determine academic content standard priorities and usefulness of the content standards. A full review of available and relevant academic content standards that are rigorous, specific, sequenced, clear, focused, and measurable, whenever possible, shall be a part of the process of the development of content standards. The revised content standards developed in the core academic areas shall (i) reflect high expectations for students and an in-depth mastery of the content; (ii) be clearly grounded in the content of each academic area; (iii) be defined grade-by-grade and course-by-course; (iv) be understandable to parents and teachers; (v) be developed in full recognition of the time available to teach the core academic areas at each grade level; and (vi) be measurable, whenever possible, in a reliable, valid, and efficient manner for accountability purposes.

High school course content standards shall include the knowledge and skills necessary to pursue further postsecondary education or to attain employment in the 21st century economy. The high school course content standards shall also be aligned with the minimum

1 undergraduate course requirements for admission to the constituent
2 institutions of The University of North Carolina. The Board may
3 develop exit standards that will be required for high school graduation.

4 The Board also shall develop and implement an ongoing process to
5 align State programs and support materials with the revised academic
6 content standards for each core academic area on a regular basis.
7 Alignment shall include revising textbook criteria, support materials,
8 State tests, teacher and school administrator preparation, and ongoing
9 professional development programs to be compatible with content
10 standards. The Board shall develop and make available to teachers and
11 parents support materials, including teacher and parent guides, for
12 academic content standards. The State Board of Education shall work
13 in collaboration with the Board of Governors of The University of
14 North Carolina to ensure that teacher and school administrator degree
15 programs, ongoing professional development, and other university
16 activity in the State's public schools align with the State Board's
17 priorities."

18 **SECTION 3.** G.S. 115C-174.11 reads as rewritten:

19 **"§ 115C-174.11. Components of the testing program.**

20 ...

21 (c) Annual Testing Program.

22 (1) The State Board of Education shall adopt a system of annual testing
23 for grades three through 12. These tests shall be designed to measure
24 progress toward reading, communication skills, and mathematics for
25 grades three through eight, and toward competencies designated by the
26 State Board for grades nine through 12. The State Board may develop
27 and implement a plan for end-of-course tests, consistent with
28 G.S. 115C-174.11(d). All end-of-course tests shall be aligned with the
29 content standards developed under G.S. 115C-12(9c). Students who do
30 not pass the tests adopted for eighth grade shall be provided remedial
31 instruction in the ninth grade. This assistance shall be calculated to
32 prepare the students to pass the competency test administered under
33 subsection (b) of this section. ~~Notwithstanding subsection (a) of this~~
34 ~~section, the State Board shall develop and implement a study allowing~~
35 ~~selected local school administrative units that volunteer to administer a~~
36 ~~standardized test in May, 12 months prior to the third grade~~
37 ~~end of grade test, in order to establish a baseline that will be used to~~
38 ~~measure academic growth at the end of third grade. Initially, the State~~
39 ~~Board shall select 12 volunteer local school administrative units that~~
40 ~~are diverse in geography and size to participate in the study. If the~~
41 ~~State Board determines that a standardized test administered in May,~~
42 ~~12 months prior to the third grade end of grade test, is more reliable~~
43 ~~than a standardized test administered at the beginning of third grade~~
44 ~~for the purpose of measuring academic growth, the State Board may~~

1 ~~change the test date for additional local school units. The State Board~~
2 ~~shall report the results of the study to the Joint Legislative Education~~
3 ~~Oversight Committee by October 15, 2000.~~

4 ~~Baseline measurements administered in May, 12 months prior to~~
5 ~~the third grade end-of-grade test, are not public records as provided in~~
6 ~~Chapter 132 of the General Statutes.~~

- 7 (2) If the State Board of Education finds that additional testing in grades
8 three through 12 is desirable to allow comparisons with national
9 indicators of student achievement, that testing shall be conducted with
10 the smallest size sample of students necessary to assure valid
11 comparisons with other states.

12 (d) Limitation on Additional Tests. – The State Board of Education shall not
13 require any end-of-course tests beyond those that were administered in the 2004-2005
14 academic year, unless the administration of the tests is required to comply with the No
15 Child Left Behind Act, Public Law 107-110 (115 U.S. Stat. 1425-2094) or any other
16 federal law. Nothing in this subsection shall preclude modification of existing tests or
17 the creation of end-of-course tests for Civics and Economics and for United States
18 History."

19 **SECTION 4.** Recognizing the need to increase standards and academic
20 achievement for all students is vital for educational accountability to North Carolina
21 citizens and employers, this act shall be construed to provide the State Board of
22 Education with full flexibility to incorporate emerging No Child Left Behind mandates
23 into the existing or modified testing structure referred to in this act to ensure each
24 student's readiness for the global workplace and postsecondary educational
25 opportunities.

26 **SECTION 5.** This act is effective when it becomes law.