

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2005

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HOUSE DRH80078-LE-34 (1/14)

Short Title: Streamline School Testing Program.

(Public)

Sponsors: Representative Glazier.

Referred to:

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) read as rewritten:

"§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(9a) Power to Develop Content 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

1 understandable to parents and teachers; (v) be developed in full
 2 recognition of the time available to teach the core academic areas at
 3 each grade level; and (vi) be measurable, whenever possible, in a
 4 reliable, valid, and efficient manner for accountability purposes.

5 High school course content standards shall include the knowledge
 6 and skills necessary to enter the workforce and also shall be aligned
 7 with the coursework required for admission to the constituent
 8 institutions of The University of North Carolina. The Board ~~shall~~may
 9 develop and implement a plan for end-of-course tests ~~for the minimum~~
 10 ~~courses required for admission to the constituent institutions. tests,~~
 11 consistent with G.S. 115C-174.11(d). All end-of-course tests shall be
 12 aligned with the content standards.

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

27 (9b) Power to Develop ~~Exit Exams. Benchmarks.~~ – The Board shall
 28 develop a plan to implement ~~high school exit exams, grade-level~~
 29 ~~student proficiency benchmarks, student proficiency benchmarks for~~
 30 ~~academic courses required for admission to constituent institutions of~~
 31 ~~The University of North Carolina,~~ and student proficiency benchmarks
 32 for the knowledge and skills necessary to enter the workforce. The
 33 State Board may also develop high school exit standards and student
 34 proficiency benchmarks for academic courses required for admission
 35 to constituent institutions of The University of North Carolina and
 36 other courses offered to secondary school students. students, consistent
 37 with G.S. 115C-174.11(d). The ~~high school exit exams and~~ student
 38 proficiency benchmarks shall be aligned with G.S. 115C-12(9a) and
 39 may contain pertinent components of the school-based accountability
 40 annual performance goals."

41 **SECTION 2.** G.S. 115C-174.11 reads as rewritten:

42 **"§ 115C-174.11. Components of the testing program.**

43 . . .

44 (c) Annual Testing Program.

1 (1) The State Board of Education shall adopt a system of annual testing
2 for grades three through 12. These tests shall be designed to measure
3 progress toward reading, communication skills, and mathematics for
4 grades three through eight, and toward competencies designated by the
5 State Board for grades nine through 12. Students who do not pass the
6 tests adopted for eighth grade shall be provided remedial instruction in
7 the ninth grade. This assistance shall be calculated to prepare the
8 students to pass the competency test administered under subsection (b)
9 of this section. ~~Notwithstanding subsection (a) of this section, the State
10 Board shall develop and implement a study allowing selected local
11 school administrative units that volunteer to administer a standardized
12 test in May, 12 months prior to the third grade end-of-grade test, in
13 order to establish a baseline that will be used to measure academic
14 growth at the end of third grade. Initially, the State Board shall select
15 12 volunteer local school administrative units that are diverse in
16 geography and size to participate in the study. If the State Board
17 determines that a standardized test administered in May, 12 months
18 prior to the third grade end-of-grade test, is more reliable than a
19 standardized test administered at the beginning of third grade for the
20 purpose of measuring academic growth, the State Board may change
21 the test date for additional local school units. The State Board shall
22 report the results of the study to the Joint Legislative Education
23 Oversight Committee by October 15, 2000.~~

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

27 (2) If the State Board of Education finds that additional testing in grades
28 three through 12 is desirable to allow comparisons with national
29 indicators of student achievement, that testing shall be conducted with
30 the smallest size sample of students necessary to assure valid
31 comparisons with other states.

32 (d) Limitation on Additional Tests. – The State Board of Education shall not
33 require any end-of-course tests beyond those that were administered in the 2004-2005
34 academic year, unless the administration of the tests is required to comply with the No
35 Child Left Behind Act, Public Law 107-110 (115 U.S. Stat. 1425-2094) or any other
36 federal law. Nothing in this subsection shall preclude modification of existing tests or
37 the creation of an end-of-course test for civics and economics."

38 **SECTION 3.** Recognizing the need to increase standards and academic
39 achievement for all students is vital for educational accountability to North Carolina
40 citizens and employers, this act shall be construed to provide the State Board of
41 Education with full flexibility to incorporate emerging No Child Left Behind mandates
42 into the existing or modified testing structure referred to in this act to ensure each
43 student's readiness for the global workplace and postsecondary educational
44 opportunities.

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SECTION 4. This act is effective when it becomes law.