



# PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION :: Howard N. Lee, *Chairman*

WWW.NCPUBLICSCHOOLS.ORG

DEPARTMENT OF PUBLIC INSTRUCTION :: Patricia N. Willoughby, *State Superintendent*

January 3, 2005

TO: LEA Superintendents  
Charter School Directors

FROM: Janice O. Davis, Deputy Superintendent  
  
Louis M. Fabrizio, Director, Accountability Services

SUBJECT: 2004-05 Administration of the HS Comprehensive Test

Starting with the 2004-05 school year, the North Carolina Department of Public Instruction (NCDPI) will use The North Carolina End-of-Course (EOC) Test of Algebra I and a combination of the North Carolina End-of-Course Test of English I and the North Carolina Writing Assessment at Grade 10 in place of the North Carolina High School Comprehensive Tests of Reading and Mathematics for meeting the No Child Left Behind Act of 2001 (NCLB) high school testing requirements. As stated in the December 8, 2004, memo regarding the use EOC assessments under NCLB, the U.S. Department of Education (USED) will allow a small number of students to continue being assessed on the North Carolina High School Comprehensive Tests of Reading and Mathematics (or their alternate assessments).

Information regarding which students will still be required to take the North Carolina High School Comprehensive Tests of Reading and Mathematics (or their alternate assessments) in 2004-05 is attached. Based upon the attached information, changes to the decisions regarding the assessments in which a student should participate may need to be made.

The NCDPI and the State Board of Education (SBE) will be discussing how using EOC assessments in determining adequate yearly progress (AYP) will affect those students identified as limited English proficient (LEP) who score below Intermediate High on the reading section of the state adopted language proficiency test (IPT) and are in their first year in U.S. schools. However, in accordance with SBE policy, these students are not exempt from taking EOC tests or their alternate assessments. In addition, proficiency goals based on the use of EOC assessments will be determined and approved by the SBE and the USED. Information regarding these issues will be forthcoming.

Please also find attached information entitled "Proposed Changes in Calculating Adequate Yearly Progress (AYP) at the High School Level Using Algebra I and a Combination of English I End-of-Course Assessments and the Grade 10 Writing Assessment." It will be presented for discussion to the State Board of Education at its January meeting.

Please disseminate this information to central office staff, principals, and others as appropriate. Contact your Regional Accountability Coordinator if you have any questions. Thank you for your continued support of the North Carolina Testing and Accountability Programs.

Attachments

JOD/LMF/sm

C: LEA Exceptional Children Directors  
LEA Test Coordinators  
RACs

### Tenth Grade Student Participation in EOC Assessments vs. HSCT for AYP in 2004-05

Tenth grade students who participate or will participate by the end of the 2004-05 school year in standard test administration(s) with or without accommodations or the appropriate alternate assessments for Algebra I, English I, and the North Carolina Writing Assessment at Grade 10 will not take the North Carolina High School Comprehensive Test (HSCT) of Reading and Mathematics.

	<b>HSCT of Reading (or one of its alternate assessments*)</b>	<b>HSCT of Mathematics (or one of its alternate assessments*)</b>
10th grade students who have not taken Algebra I by the end of the 2004-05 school year		X
10th grade students who have not taken English I by the end of the 2004-05 school year	X	
10th grade students that are identified as learning disabled in the area of mathematics who are exempt from the Algebra I requirement per North Carolina General Statute 115C-81(b)(4)		X
10th grade students following the Occupational Course of Study	X	X
10th grade students not following one of the four courses of study	X	X

Based on the United States Department of Education letter dated November 29, 2004, the following chart indicates which students will be required to take the HSCT for the 2004-05 school year.

---

\* Eligible students with disabilities, whose participation is documented in each student's current IEP, and students with limited English proficiency that meet particular criteria set forth in state policy may participate in the North Carolina Alternate Assessment Academic Inventory (NCAAAI). Eligible students with significant cognitive disabilities may participate in the North Carolina Alternate Assessment Portfolio (NCAAP).

## **Proposed Changes in Calculating Adequate Yearly Progress (AYP) at the High School Level Using Algebra I and a Combination of English I End-of-Course Assessments and the Grade 10 Writing Assessment**

### **Background**

Adequate yearly progress (AYP) in grades 3-8 is based on the end-of-grade (EOG) assessments in reading and mathematics. Prior to 2004-05, the NC High School Comprehensive Test (NCHSCT) in reading and mathematics was used to determine AYP in high school. However, on November 29, 2004, the US Department of Education (USED) approved a proposal to use a combination of English I End-of-Course (EOC) Tests and the Grade 10 Writing Assessments to determine AYP in reading/language arts at the high school level, and to use the Algebra I EOC assessments to determine AYP in mathematics at the high school level. The USED will allow the use of *banked* or stored scores for students who took the assessments in previous school years (even if the tests were taken at another school).

### **Rationale**

There is a very important reason why we are pleased with the recent USED decision and in turn, are asking the SBE to approve new procedures for determining AYP at the high school level by using Algebra I and a combination of English I and the Grade 10 Writing Assessment to determine AYP. There will be a drastic reduction in the number of tests administered at the high school level, and further, those tests that are taken will count for more. This is something that the SBE and public school personnel have wanted since the implementation of No Child Left Behind (NCLB) in 2002. The NCHSCT in reading and mathematics was reinstated statewide to determine AYP at the high school level because our efforts to gain approval by the USED to use EOC assessments were not successful.

Nearly three-fourths (74%) of the approximately 82,000 students in grade 10 statewide have banked EOC scores or are currently enrolled in English I and Algebra I. (In addition, there are students who enter North Carolina's high schools from other states or from private schools in North Carolina with credit for having taken English I. and/or Algebra I). What all this means, of course, is that more than 60,000 students will not have to take two extra tests, as they do now, solely for purposes of determining AYP.

There are a small number of students following the Occupational Course of Study, or who are on a non-diploma track, that are not required to take the courses with EOC assessments. In these cases, for 2004-05 (and until other alternate assessments are developed), these students will be allowed to take the NCHSCT in reading or mathematics, or its alternate assessments. In addition, some students with disabilities or limited English proficient students take the alternate assessments. Alternate assessments include the NC Alternate Academic Assessment Inventory (NCAAAI), and the NC Alternate Assessment Portfolio (NCAAP).

The minimum "N" required to identify a subgroup is 40 students who have been in membership a full academic year (FAY), defined as 140 days on the first day of spring EOC testing. If the school as a whole has fewer than 40 FAY students, then the AYP determination is based on whatever data are available. In instances where there are two or fewer FAY students, the AYP determination is based on a site visit by School Improvement team members.

## **Reading / Language Arts Calculations**

### ***95% Participation Rate***

Numerator:

- # of grade 10 students who have valid scores on the Grade 10 Writing Assessment AND English I EOC (banked or current year);
- # of grade 10 transfer students who have credit for English I and valid scores on the Grade 10 Writing Assessment, and
- # of grade 10 students who are not required to take English I but who have valid scores on the NCHSCT or its alternate assessments.

Denominator:

- student membership in grade 10 on the first day of spring EOC testing.

### ***Proficiency***

Numerator:

- # of FAY grade 10 students with valid scores at Level III and IV on BOTH the Grade 10 Writing Assessment AND the English I EOC (banked or current year) or their alternate assessments;
- # of FAY grade 10 students who are not required to take EOCs with valid scores at Level III and IV on the NCHSCT or its alternate assessment,
- # of FAY grade 10 transfer students who have received credit for English I and who have valid scores at Levels III and IV on the Grade 10 Writing Assessment or its alternate assessment, and
- # of FAY grade 10 LEP students who were in their first year in US schools when they took English I and have valid scores at Level III and IV on the Grade 10 Writing Assessment or its alternate assessment. (LEP students in their first year in US schools in Grade 10 who score below Intermediate High on the language proficiency test are not included in the numerator or the denominator.)

Denominator:

- # of FAY grade 10 students with valid scores on the Grade 10 Writing Assessment or its alternate assessment AND who have valid banked or current year scores on the English I EOC or its alternate assessment;
- # of FAY grade 10 students who are not required to take English I who have valid scores on the NCHSCT in reading or its alternate assessment, and
- # of FAY grade 10 transfer students with credit for English I who have a valid score on the Grade 10 Writing Assessment.

## **Mathematics Calculations**

### ***95% Participation Rate***

Numerator:

- # of grade 10 students who have valid scores on Algebra I EOC or its alternate assessment (banked or current year);
- # of grade 10 transfer students who have credit for Algebra I;
- # of grade 10 students who are not required to take Algebra I but who have valid scores on the NCHSCT or its alternate assessments, and
- # of grade 10 students who, for 2004-05, have not yet participated in the Algebra I course or taken the Algebra I EOC, but are required to take the NCHSCT or its alternate assessment.

Denominator:

- student membership in grade 10 on the first day of spring EOC testing.

### ***Proficiency***

Numerator:

- # of FAY grade 10 students with valid scores at Level III and IV on Algebra I EOC or its alternate assessment (banked or current year);
- # of FAY grade 10 students who are not required to take Algebra I with valid scores at Levels III and IV on the NCHSCT or its alternate assessment.
- # of FAY grade 10 LEP students who were in their first year in US schools when they took the Algebra I EOC or its alternate assessment who scored below Intermediate High on the language proficiency test are not included in the numerator or the denominator.

Denominator:

- # of FAY grade 10 students who have valid scores, on Algebra I EOC or its alternate assessment (banked or current year), and
- # of FAY grade 10 students who are not required to take Algebra I but who have valid scores on the NCHSCT in mathematics or its alternate assessment (banked or current year).

**Issues for Continued Discussion:**

1. How will limited English proficient students in their first year in US schools be handled? Currently we are proposing to require limited English proficient students in their first year in US schools to be tested using the EOC test or its alternate assessment but not count the score for AYP purposes. Should the same hold true for ABCs purposes?
2. How should Algebra I be handled? Some students currently do not participate in Algebra I until their junior or senior year. In the 2004-05 school year, our records indicate that there are approximately 4,500 students taking Algebra I for the first time as juniors and seniors. For 2004-05, these students in grade 10 will take the NCHSCT in mathematics or its alternate assessment. What should be done for the future?
3. How should transfer students from other states or private schools who enter the NC public schools with credit for Algebra I be handled? (Students who have credit for English I will be included in the calculations for participation, and will be required to take the Grade 10 Writing Assessment to determine proficiency.) How should students who have received credit for Algebra I be counted for proficiency?

**Note:** These issues will be discussed with the Compliance Commission for Accountability at its January 14, 2005 meeting. Recommendations will be presented to the SBE at its February meeting.