



HOUSE BILL 377: Reduce Testing.

2019-2020 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Rules, Calendar, and Operations of the House	Date:	March 26, 2019
Introduced by:	Reps. Elmore, K. Hall, Bell, Conrad	Prepared by:	Brian Gwyn
Analysis of:	Second Edition		Committee Co-Counsel

OVERVIEW: *The 2nd edition of House Bill 377 would do the following:*

- *Eliminate NC Final Exams (NCFEs).*
- *Replace end-of-grade assessments (EOGs) with a "through-grade assessment model" similar to the NC Check-Ins.*
- *Replace end-of-course assessments (EOCs) with a nationally recognized assessment of high school achievement, such as the ACT or SAT.*
- *Eliminate required administration of the WorkKeys assessment.*
- *Prohibit standardized testing by local school administrative units (LEAs) except as required by the State Board of Education (State Board).*
- *Prohibit graduation projects as a condition of graduation.*
- *Make various clarifying and technical changes.*

ELIMINATE NC FINAL EXAMS (NCFES)

CURRENT LAW: Under the terms of the now-expired federal Race to the Top grant, North Carolina had to provide a growth measure for every teacher in the State. Since growth measures require some type of standardized measure of student achievement, NCFEs were created to meet that requirement for courses that did not have an EOG or EOC. Under State Board Policy TEST-016, NCFEs are used to provide growth data for teachers of these courses. NCFEs are not currently required by State or federal law.

BILL ANALYSIS: Part I of the 2nd edition of HB 377 would eliminate the NC Final Exams.

EFFECTIVE DATE: Part I would be effective when it becomes law and would eliminate the NCFEs beginning with the 2019-2020 school year.

REPLACE EOGs WITH THROUGH-GRADE ASSESSMENT MODEL

CURRENT LAW: Under G.S. 115C-174.11(c)(1), the State Board must adopt tests for grades three through 12 that are required by federal law or as a condition of a federal grant. These assessments must be administered in the last 10 days of yearlong courses and in the last 5 days of semester courses. For this purpose, the State Board adopted the EOGs and EOCs. Separate reading and math EOGs are administered in grades 3 through 8, and a science EOG is administered in grades 5 and 8.

Karen Cochrane-Brown
Director



Legislative Analysis
Division
919-733-2578

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Data from the EOGs are used to calculate a portion of the school performance scores and grades required by G.S. 115C-83.15, as well as satisfy federal accountability requirements under the Every Student Succeeds Act (ESSA).

BILL ANALYSIS: Part II of the bill would replace the EOGs with a through-grade assessment model, which would be administered as three shorter tests throughout the year rather than one long test at the end of the year. The final summative score would be determined by averaging the student's performance on at least two of the through-grade assessments.

EFFECTIVE DATE: Part II of the bill would be effective when it becomes law and would require the replacement of the EOGs with a through-grade assessment model beginning with the 2022-2023 school year.

REPLACE EOCs WITH A NATIONALLY RECOGNIZED ASSESSMENT OF HIGH SCHOOL ACHIEVEMENT AND COLLEGE READINESS

CURRENT LAW: Under G.S. 115C-174.11(c)(1), the State Board must adopt tests for grades three through 12 that are required by federal law or as a condition of a federal grant. These assessments must be administered in the last 10 days of yearlong courses and in the last 5 days of semester courses. For this purpose, the State Board adopted the EOGs and EOCs. EOCs are administered in the high school courses of Math I, English II, and Biology.

Data from the EOCs are used to calculate a portion of the school performance scores and grades required by G.S. 115C-83.15, as well as satisfy federal accountability requirements under the Every Student Succeeds Act (ESSA).

G.S. 115C-174.11(c)(4) requires the State Board to adopt a nationally norm-referenced college admissions test to make available to public schools to administer to all students in the eleventh grade unless the student has already taken a comparable test and scored at or above a level set by the State Board. Students can submit scores on this college admissions test to colleges as part of their application process. Additionally, data from this test are used to calculate the college readiness component of the school performance grades.

BILL ANALYSIS: Part III of the bill would replace the EOCs with a nationally recognized assessment of high school achievement or college readiness, such as the ACT or SAT. Instead of taking EOCs in Math I, English II, and Biology, student scores on the subject-specific portions of the nationally recognized assessment would be used to satisfy State and federal high school testing requirements.

EFFECTIVE DATE: The replacement of the EOCs with a nationally recognized assessment would be effective January 1, 2020, and would require the nationally recognized assessment beginning with the 2020-2021 school year. Corresponding changes to the school performance grade calculations would be effective January 1, 2021, and would apply beginning with school performance grades issued based on data from the 2020-2021 school year.

ELIMINATE REQUIRED ADMINISTRATION OF WORKKEYS ASSESSMENT

CURRENT LAW: G.S. 115C-174.25 requires the State Board to plan for and require LEAs to make available the appropriate WorkKeys tests for all students who complete a concentration in career and technical education courses. WorkKeys is an assessment that measures foundational workplace skills, and

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is made up of subtests related to Applied Math, Graphic Literacy, and Workplace Documents. Students can demonstrate mastery of skills at a Silver, Gold, or Platinum level. WorkKeys data are used to calculate the career readiness component of the school performance grades.

BILL ANALYSIS: Part III of the bill would eliminate the required administration of the WorkKeys assessment. As a result, the career readiness indicator would be removed from the school performance grades as well, beginning with performance grades issued based on data from the 2019-2020 school year.

EFFECTIVE DATE: The WorkKeys assessment requirement would be repealed effective when the act becomes law and would apply beginning with the 2019-2020 school year.

PROHIBIT STANDARDIZED TESTING BY LEAS EXCEPT AS REQUIRED BY THE STATE BOARD OF EDUCATION

CURRENT LAW: Under G.S. 115C-174.11(d), the State Board cannot require public schools to administer any standardized tests except those otherwise required by State or federal law. However, local boards of education may require additional standardized assessments.

BILL ANALYSIS: Part IV of the bill would prohibit standardized testing by LEAs except as required by the State Board.

EFFECTIVE DATE: Part IV would become effective when it becomes law and would prohibit LEAs from requiring standardized assessments beginning with the 2019-2020 school year.

PROHIBIT GRADUATION PROJECTS AS A CONDITION OF GRADUATION

CURRENT LAW: Under G.S. 115C-12(9d)b.2., the State Board cannot require that students complete a graduation project as a condition of graduation from high school. Local boards of education, however, can include such a condition.

BILL ANALYSIS: Part V of the bill would prohibit local boards of education from making graduation projects a condition of graduation.

EFFECTIVE DATE: Part V would be effective when it becomes law and would prohibit local boards of education from requiring graduation projects beginning with the 2019-2020 school year.