

- 1 c. Use an EOC or EOG test for field testing purposes only and not
2 for the ABCs performance composite or AYP if the cut scores
3 for those tests were not determined prior to their administration.
4 d. Convene a group of school accountability experts to review the
5 data collection procedures used for the 2006-2007 school year
6 and make any needed changes to those procedures prior to any
7 further data collection. This group shall make recommendations
8 regarding the capacity of the Department of Public Instruction
9 (DPI) to perform this data collection including whether or not
10 DPI needs additional personnel for this work.
11 e. Use fourth, seventh, and tenth grade writing test results for
12 instructional purposes only and remove them from the ABCs.
13 f. Provide the scale scores and proficiency in both the old
14 standard and the new standard for a one-year transition period
15 when a test is rescaled to meet higher standards.
16 g. Provide goal summary reports for all administrations of the
17 Online Computer Skills Test.
18 h. Provide student level diagnostic information on all State
19 assessments.
20 i. Before students are subjected to new assessments, provide
21 sample tests and questions so teachers will be knowledgeable of
22 the nature and forms of new assessments. Regular release of
23 forms of assessments should be provided to local school
24 administrative units for use as benchmark assessments. Provide
25 sample tests and questions so teachers are knowledgeable of the
26 nature and forms of new assessments before students are
27 subjected to new assessments. Regularly release forms of
28 assessments to local school administrative units to use as
29 benchmarks.
30 j. Provide an electronic system of tracking students during their
31 enrollment in North Carolina Public Schools. This system
32 should provide all the rules and nuances of tracking students for
33 graduation purposes, including who is counted, who is not
34 counted, diploma students, certificate students, and a process
35 for when a school closes or a new school opens.
36 k. Define the High School Cohort Graduation Rate so that it
37 includes students who complete their graduation requirements
38 in five years or less and also includes those students who
39 choose to complete their high school diploma or GED at a
40 community college within this five years.
41 l. Develop a new formula for the ABCs growth calculation and
42 the payment of bonuses. Consider using outside experts to
43 develop the formula or issue a Request for Proposals (RFP).

- 1 m. Fund an accountability director for each local school
2 administrative unit.
- 3 n. Fund testing coordinator positions in the schools based on one
4 testing coordinator for each 2,000 students.
- 5 (2) Develop a proposal for a new testing and accountability plan for
6 implementation no later than the 2009-2010 school year as follows:
- 7 a. Develop a new curriculum which limits learning objectives at
8 each grade level to only those that are of undisputable
9 importance and can be successfully taught and accurately
10 assessed in the time available, and that measure cognitive skill
11 mastery rather than memorized facts.
- 12 b. Construct all assessment tasks, such as selected response or
13 constructed response to require the students to employ:
- 14 1. Cognitive skills;
15 2. The evaluative criteria that will be used to judge their
16 response; or
17 3. Both of these.
- 18 c. Require that the construction of assessment items be done by
19 experts in the field. The number of items per learning outcome
20 should be sufficient to provide instructional information back to
21 the school and the teacher. The number of test items should be
22 limited to that number that can reasonably be completed in a 90
23 minute setting or less depending on the grade level of the
24 student.
- 25 d. Create companion assessment descriptions that spell out the
26 essence of what is measured by State test items or tasks. The
27 teacher would be able to ensure alignment of instruction to
28 assessment and students would have a depth of cognitive skills
29 rather than a surface knowledge of memorized facts.
- 30 e. Establish an expert review panel of teachers and specialists for
31 each test developed. The test items and descriptions should
32 receive a review at a level of difficulty commensurate with the
33 intended use of the test.

34 **SECTION 2.** This act is effective when it becomes law.